

CREATING EL PARENT ADVISORY COUNCILS (ELPACs)

MAY 2018 PELL MEETING

OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES

ARIZONA DEPARTMENT OF EDUCATION



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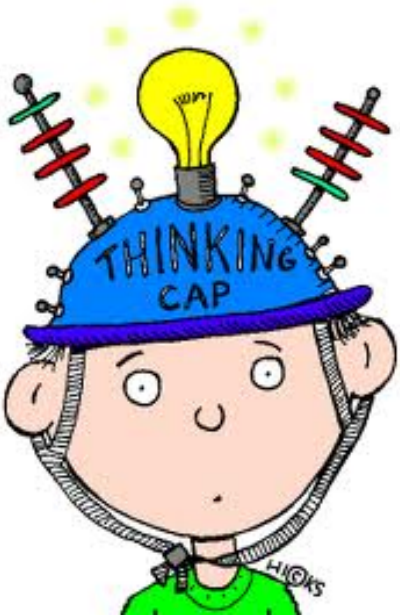
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Formal organizations exist in LEAs for the purpose of creating a community of informed and educated parents who have a voice in the decisions which affect the education and success of their children. PTO, PTA, Site Councils, and the like, are familiar names which all serve that purpose of informing and educating.



FOOD FOR THOUGHT



Think about...

...how to use an organizational structure to create a forum for parents of English learners to learn and grow, and be decision-makers in your EL programs.

...empowering the parents of your ELs with valuable information they can use to help their children attain language proficiency and achieve success in school.

Let's talk about ways to make that happen!

REVIEW, LEARN AND SHARE

Let's review:

- Title III requirements for Parent, Family and Community Engagement
- LEA obligations to all limited English proficient parents (Title VI)

Let's learn about:

- Migrant Parent Advisory Councils (MPACs)

Let's brainstorm and share:

- What parent engagement looks like in your schools
- Ideas to further engage the parents of English learners
- Key components for creating EL Parent Advisory Councils (ELPACs)

SETTING THE FOUNDATION FOR PARENT, FAMILY AND COMMUNITY ENGAGEMENT



TITLE III REQUIRED ACTIVITIES

Title III SEC. 3115 (c) **REQUIRED** Subgrantee Activities

(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—

(A) shall include parent, family, and community engagement activities; and

(B) may include strategies that serve to coordinate and align related programs.

TITLE III AUTHORIZED ACTIVITIES

Title III SEC 3115 (d) **AUTHORIZED** Subgrantee Activities

- (6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—
 - (A) to improve the English language skills of English learners; and
 - (B) to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.

LEA OBLIGATIONS OUTSIDE OF TITLE III

All LEAs have obligations to limited English proficient parents under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA). Title III funds may not be used for programs or services required as part of an LEA's civil rights obligation. All LEAs must –

- communicate with parents in a language they can understand,
- provide limited English proficient parents equal access to information shared with all parents,
- remember that the language proficiency of the parent is independent of the language proficiency of the child

Title VI Resource from U.S Department of Justice and U.S. Department of Education:

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lepparents-201501.pdf>

MIGRANT PARENT ADVISORY COUNCILS (MPACs)



REQUIREMENTS AND OUTCOMES FOR MPACs

Migrant Education Program

- Requirements
 - **Section 1304(c)(3)** of the statute requires State educational agencies and local operating agencies to establish and consult with PACs in planning and operating Migrant Education programs and projects of one school year in duration.
- Outcomes
 - Parent Advisory Councils (PACs) empower parents to be advocates and supporters of the program because they have a personal stake in the program's success.

MPAC ORGANIZATIONAL FRAMEWORK

- Rules for governance
 - Includes bylaws, notification of meetings, agendas, sign-in sheets, surveys, evaluations, etc.
- Elected LEA level parent representatives: Chairperson, Vice-chair and Secretary
 - Attendance at other site level meetings is encouraged
- Regular meetings at LEA level and State level
 - LEA level meeting (MPAC)
 - Topics are generated by parent input
 - Attended by elected representatives and district migrant parents
 - State level meeting (SMPAC)
 - Topics are generated by State Service Delivery Plan (grant requirements)
 - Meetings held in conjunction with MPAC meetings

CREATING EL PARENT ADVISORY COUNCILS (ELPACs)



IDEAS FROM OTHER STATES

- Review examples from Florida, Chicago, Kentucky to generate ideas

GALLERY WALK

Provide your input on the following questions.

1. What are you currently doing to involve the parents of EL students?
2. How are you gathering input from the parents of ELs to make improvements to the EL program at your LEA?
3. What are some of the needs of the parents of ELs in your schools/district?
4. How will an ELPAC improve your current Title III parent engagement program? What challenges/obstacles are preventing your LEA from having successful parent engagement?
5. What type of organizational structure would work well in your LEA?
6. How do you envision Title III funds supporting your ELPAC?
7. How do you envision OELAS supporting your ELPAC?
8. What have we not included that you see as an important component?

BRAINSTORM AND SHARING SESSION

Key considerations for creating an ELPAC

- Purpose
- Organizational structure
- Determining needs
- Getting input
- Funding
- OELAS support
- Evaluation of program

FOLLOW-UP

OELAS anticipates this ELPAC process to be an ongoing collaboration. We hope to continue getting your input and feedback as you look at creating EL Parent Advisory Councils in your districts and charters. LEAs participating in this Focus Group will be asked to attend a follow-up Focus Group to continue today's conversation.

Please make sure to complete the sign-in sheet with your contact information. It will be used to create a list-serve to continue to gather input from you. We will also forward notes from today's session to each of you.



Office of English Language Acquisition Services

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